DOCUMENT RESUME

ED 042 749 TE 001 969

TITLE Guidelines for Secondary English Programs.
INSTITUTION Jefferson County Public Schools, Lakewood, Colo.
PUB DATE [70]
NOTE 17p.

EDRS PRICE EDRS Price MF-$0.25 HC-$0.95
DESCRIPTORS Composition (Literary), Core Courses, *Course Descriptions, Degree Requirements, *Educational Objectives, *Elective Subjects, English Instruction, *English Programs, Language, *Language Arts, Listening Skills, Literature, Reading Instruction, Speech

ABSTRACT

Included in this document are (1) guidelines for elective secondary English programs which provide class designs for reading, writing, listening, speaking, and language instruction; (2) objectives and guiding principles for language arts instruction, K-12; (3) the Jefferson High School Language Arts elective program philosophy and requirements in four basic areas--literature, composition, language, and speech; and (4) the English requirements, policies, and course descriptions for the sophomore, junior, and senior years. (JMC)

ED042749

GUIDELINES FOR SECONDARY ENGLISH PROGRAMS
Jefferson County Public Schools
Colorado

The English program offered to students in the Jefferson County High Schools is based on the assumption that all students need to be proficient in the communication skills -- reading, writing, listening, and speaking. Also, it is recognized that students cannot assimilate the entire content of the language arts. Therefore, half-semester, semester, and full year courses have been developed to allow students to select classes which will increase their individual skills as well as meet their interests, and which, at the same time, will allow them to fulfill the graduation requirements of three high school credits in English. (Students are not restricted to three credits and may take any English course as an elective.)

Throughout the English courses offered in the four skill areas the design of the classes will be as follows:

Reading: The scope of the reading program is broad. It includes the teaching of basic skills to improve deficiencies, as well as instruction in skill improvement for the college bound student. It progresses according to the needs of students, to a sophisticated approach of the study of literature. A continual effort will be made to develop individual reading skills as a student advances from one literature course to another. Literary selections will be studied structurally, critically, and interpretively to effect enjoyment, to create a sensitivity to the intent of the authors and the purpose for which literature is written, and to bring about a sense of value concerning literary merit. It will be studied as a tool in determining the culture of a society and to recognize the influence of literature in humanizing and civilizing the efforts of man. Thinking, reasoning, imagining, and judging are abilities that will be enhanced in these studies.

Writing: The ability to write clearly and meaningfully will be the aim in the study of units in this skill area. Narrative, expository, persuasive, journalistic and creative writing will give students opportunities to express their ideas and accomplishments. A study of mechanical skills and direction in achieving

TE001469

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

a personal style, while increasing his reasoning ability, will advance the student toward proficiency.

Listening: The ability to listen and to <u>hear</u> the spoken word is a skill which will be emphasized throughout all units in the English curriculum. Concentration on the ideas being presented, following the reasoning of the speaker, and evaluating the message given are aspects of the listening skills which will be developed.

Speaking: Speaking skills will be perfected in all English courses through discussion, oral interpretation, and vocabulary development. Emphasis is placed on speaking audibly, with clear meaning, and proper enunciation. Advanced skills of public address, debate, and acting will help the student to become a critical thinker and to project the spoken word with confidence and influence on the listener.

Language: Although not a communications skill area, the study of language is basic to all four. Courses are offered in this field and include the study of vocabulary, usage, structure, history, dialects, semantic principles, signs, and symbols. Language skills and one's ability to make use of language knowledge is the foundation upon which one's proficiency in the four skills is dependent.

Jefferson County Public Schools

OBJECTIVES AND GUIDING PRINCIPLES
Language Arts, K-12

The language arts program presently being developed is based on these objectives and principles which have been determined over a period of years by several different committees of teachers and administrators.

Objective I. To provide, in sequence, total language experiences which develop a student's ability to communicate and to appreciate the importance of effective communication.

Principles:

A. Language is basic to all man's activities and accomplishments.

B. The extent to which man shares his experiences is determined by his ability to communicate through speaking, reading, writing, and listening. These skills are of value to his personal, social and occupational life.

C. A variety of instructional materials and the mass media can stimulate growth in desirable understandings, propaganda analysis, appreciation and language habits.

Objective II. To provide each student with diversified opportunities to attain realistic goals for him.

Principles:

A. Every individual is of ultimate, innate worth as a human being.

B. Self-confidence, a basic psychological necessity for every individual, is increased through goal attainment.

C. Students learn at different rates and with different learning patterns.

D. A relevant program is based on a wide range of both curriculum and community experiences.

Objective III. To foster self-direction in students to prepare them to cope with future situations.

Principles:

A. The amount of knowledge content is mushrooming at a rate far faster than any human is able to consume.

B. Learning how to learn, i.e., to question, to gather and organize information, to generalize, to create etc. is more essential for survival in an unknown future than the rote memorization of the facts of the past.

Objective IV. To provide each student with diversified opportunities to master goals, relating to language processes, concepts, skills, and abilities.

Principles:

A. Prior to formal schooling, the child, through innate imitative ability learns to manipulate words and to create sentences.

B. Speech is closely related to thought; therefore, thinking will be affected by the development, or lack of development, of language skills.

C. The learning of concepts and processes is of primary importance in a world experiencing an explosion of factual knowledge.

D. The basic language concepts are: tone, audience, purpose, point of view, level of abstraction, structure, and metaphor.

E. Linguistics is the scientific analysis of language.

F. Research has proven that no positive correlation exists between knowledge of traditional grammar and writing ability; however, a knowledge of structure, that is, language patterns, has a definite and positive correlation with writing ability.

Objective V. To present opportunities for students to become aware of the functional value of different levels of usage, and the consequences which may result from student's misuse of these levels.

Principles:

A. Standard and non-standard are terms indicating socially acceptable language usage in certain localities and/or social classes. Formal and informal are terms indicating divisions of the standard level. They distinguish the two main ways any one person will vary usage as needed by function.

B. The audience and the occasion determine the degree of appropriateness of a level of usage.

C. Change in a language does not mean deterioration.

Objective VI. To provide a variety of literary experiences in sequence, so that the student will be able to deal effectively with more advanced literary concepts and techniques, thus leading the student toward literary appreciation.

Principles:

A. The most effective literature teaching is based on the interests of the students and continually attempts to broaden the scope of these interests.

B. Every major work of literature (like any other work of art) has a logic of its own, a certain integrity in which its form and content are just right for each other; that its theme is treated in a special way, even if it is a theme common to many other literary works; that there are relationships between life and literature.

C. Literature provides insights into human experience, awareness of the complexity of human character and of oneself in relation to other people, reinforcement for one's attitudes and convictions and the opportunity to develop new ones.

"We should teach the students something useful somehow, some way," said one of our more pragmatic teachers. There is much truth in this short, but pithy statement of philosophy. Often teachers become so concerned with technical jargon that they completely miss the simple fact that students are individuals--and as individuals they require different approaches in meeting their needs. Somehow we will attempt to reach them.

Our quarter-course structure is part of this attempt. It is designed to give the students maximum possible experience in basic language communication skills--listening, viewing, speaking, performing, reading and writing. It avoids unnecessary repetition of skills already acquired, freeing the students to pursue particular interests. The initial course, Introduction to Writing, is a diagnostic one in which students will be counseled regarding their total English plans. But this is not the only course in which the students are diagnosed. Wherever possible our courses include a test, either objective or subjective, to determine what abilities and concepts the students already have.

Ability tracking has been purposefully avoided to reduce as much as possible the prejudging of the students' potentialities. The concept of the "moveable I.Q." (Dr. Rosenthal, Harvard psychologist) comes into play here. This concept which has been proven through forty years of research supports the idea that students as human beings tend to eventually fit the damaging or flattering labels we so freely attach to them. Another disadvantage of ability grouping is that it limits the students' experiences in communicating with and learning from peers of greater or lesser abilities. Instead of ability grouping, we have developed what we call "fluid grouping" where students are divided on the basis of their needs as demonstrated at given times. This method, if applied effectively, usually requires a team-teaching situation. Most classes are structured so that students of varying abilities and interests can be challenged. Some courses are recommended for students of particular abilities or interests but it is ultimately up to the students to make their own decisions concerning choice of courses.

Another common practice that we have eliminated is the division of students by age and grade level. We maintain that maturity is not just a matter of age, grade, or even experience. A study that compared the grade averages of English students in a traditional program (where students are divided by grade level) with those of students in our present elective program (where students of all grade levels are mixed) indicated that there are no appreciable differences in achievement for students enrolled in either program. In fact, the total averages under the elective program were higher than those of the traditional program.

Students of all ages learn a great deal from one another--study habits, mature behavior, worthwhile concepts.

REQUIREMENTS IN THE FOUR BASIC AREAS:

In today's society, the students must be prepared to assume many diverse roles. Therefore, it is our responsibility as English teachers to give the students a TOTAL language arts background with enough choices within the various areas to meet the students' needs and interests.

To achieve this end, we provide the following rationale for each area of study:

Literature

The program attempts to relate literature to actual situations the students will encounter in life. A theme approach to literature appeals to some students, whereas a genre or a content approach appeals to others. All three approaches have value. In a genre course such as the Novel or the Short Story the students learn the skills necessary to read intelligently on their own; because testing has revealed that over 50% of our student population has some reading difficulty, it is desirable to have a limited number of literature courses with this approach. A theme course such as Literature of Contemporary Issues concentrates on the relationship of the material to the students' world. Content courses such as Mythology or Folklore enable the students to improve their knowledge of language and literature and give them a basis from which to draw conclusions and see relationships.

Composition

Giving students the tools with which they can express their ideas clearly and concisely in written form will be the focus of these courses. Because these classes will be small, the teacher can conduct them using laboratory techniques. The students will be able to benefit from the help of not only the teacher, but of other students as well.

Language

The study of language itself is basic to the students' abilities to communicate effectively. They need to be able to reason logically, understand the concepts of language development, and to have an opportunity to increase their vocabularies systematically.

Grammar is not taught as a separate entity, but is integrated into writing and speech patterns so that the students can gain a better mastery of their language through the manipulation of it.

Reading, as a skill, is paramount in the education of the students. It has changed from a leisure activity to a daily necessity. Street signs, directions on packages, bureaucratic pamphlets and directives, newspapers, magazines all require a certain proficiency with reading. It is our responsibility to find those students who have deficiencies in reading and help them to overcome those deficiencies just as it is our responsibility to offer the more able students a chance to become better critical readers.

Speech

Within the field of language, we are more concerned now than ever before with student development in speaking-performing, listening-viewing skills. Seventy-five percent of man's time spent communicating is done by speaking and listening. Oral modes of communication are man's primary system for socializing, for learning and for developing a self-concept. For these reasons, we are requiring at least one course in the speech-drama area.

In any area of study, in any course, it is important that both the teacher and the students become actively involved. Unless this happens, little learning can take place. We are not merely teachers of English but teachers of individuals. We must establish rapport with our students, and assure them that it is here, in language arts, that their needs will be recognized and answered.

ENGLISH REQUIREMENTS, POLICIES AND COURSE DESCRIPTIONS

I. Levels recommended for each course

Course numbers beginning with "10" designate courses recommended for all students.

Course numbers beginning with "11" designate courses recommended for college-bound students.

II. Requirements in the four areas (literature, composition, language, speech)

3-YEAR PLAN - for the student who enters Jefferson as a Sophomore
Sophomore

3 quarters literature
3 quarters composition
1 quarter language
1 quarter speech
4 quarters student preference

Note: "Student preference" means the student may elect any courses within the English program.

2-YEAR PLAN - for the student who enters Jefferson as a Junior
Junior

2 quarters literature
2 quarters composition
1 quarter language
1 quarter speech
2 quarters student preference

1-YEAR PLAN - for the student who enters Jefferson as a Senior
Senior

1 quarter literature
1 quarter composition

2 quarters student preference

Only next-year's seniors may take electives (totaling 4 quarters) in Journalism or Business English in place of the total English requirement. Only seniors and people making up failed courses (see section on "failure policy") may elect more than 4 quarters of total English during any given one-year period.

III. FAILURE POLICY

--Any student who fails a quarter course of English must make it up with a quarter course (perhaps during a study hall) within our program here at Jefferson, or he may make it up in a summer session which is equal to two quarter courses (½ credit). If the student fails more than one quarter of English within a given year, he must make it up in summer school.

--If a student fails any quarter course except a composition course, he must pass a <u>different</u> quarter course to make up for it unless he has the permission of the teacher of the course he wishes to repeat. For example, a student failing "Mythology" cannot repeat "Mythology" but must choose a different course such as "Folklore" to replace it.

--Composition courses failed may be repeated. However, if a student fails the "Writing laboratory" (1040), he <u>must</u> repeat it until it is passed.

--The student must always keep in mind how many quarter courses he needs in each area (literature, composition, language and speech) when making up credits to prevent being short credits in certain areas upon graduation.

IV. LATE-PAPER POLICY

The following late-paper policy will be adhered to by the English teachers:

Any student who is absent on the day in which a particular assignment is due must either see that his assignment gets to the teacher on the designated day or must have his parent call the teacher at school on that designated day. If the student fails to do either of these, then he will not receive a grade other than simply "pass" or "fail."

11

V. English course descriptions - LITERATURE

AMERICAN FOLKLORE (1020) This is the study of the folk customs, music, and legends of the American Indian, the Negro, the cowboy, the miner, the lumberjack, and the railroad man.--Recommended for all students.

MYTHOLOGY (1121) This course presents an overview of Greek and Roman mythology. The reference to mythology in literature, language and advertising will be studied -- Recommended for college - bound students.

POETRY (1022) Students who are enthusiastic about poetry will benefit from this course whose concentration will be on poetic devices, comparative poetry, and poetry of various types, poets, themes, and periods. --Recommended for all students.

SHORT STORY (1023) The emphasis in this course will be upon finding meaning in the short story through discovering relevancy to life and studying techniques, character, plot, setting, point-of-view, and development of theme.--Recommended for all students.

THE NOVEL (1024) This is a general, introductory course to the novel: British, American, and European.--Recommended for all students.

DRAMATIC LITERATURE (1025) Students will study classical and modern plays. Students will examine various theatrical styles and techniques and will be principally concerned with the themes and contemporary values of the plays. --Recommended for all students.

BIOGRAPHICAL LITERATURE AND THE ESSAY (1126) This course will have a two-fold purpose: first, the form and content of great biographies, and second, the function of the essay as a means of communication.--Recommended for college-bound students.

LITERATURE OF CONTEMPORARY ISSUES (1027) Students in this course may study the social, economic, political, and moral concerns which writers today use as their material in expressing our timely culture. For example, Negro history and thought, the aims of education, the problems of censorship, the value of science fiction, to name a few, are issues modern writers use in their settings, plots, characterizations, and themes to reflect, and to shape our society. --Recommended for all students.

BIBICAL THEMES IN LITERATURE (1128) This is not a religion course. This course offers a literary approach to the influence of Biblican frame tales, characters, events and will cover the short story, the epistle, and poetry.--Recommended for all students.

SCIENCE FICTION & FANTASY (1029) This course offers the student a chance to escape into the world of fantastic scientific possibilities. The selections offered may include works from anywhere within the wide world of science fiction.--Recommended for all students.

SHAKESPEARE (1130) This is an introductory course in Shakespeare which will include some study of his plays and poetry, Consideration may be given to Elizabethan times and the relevance of his plays to modern times.--College-bound students.

COMPOSITION

THE WRITING LABORATORY (1040) This is an elementary course in writing designed to help the student who has difficulty with specific skills; problem areas covered will be determimed once the students have taken diagonstic tests. If the student is recommended for this course, he must complete it with a passing grade before he can take Introduction to Writing. This is to be taken on the recommendation of an English teacher. It may be repeated under another teacher for credit.

INTRODUCTION TO WRITING (1041) All sophomores are required to take this course as a prerequisite to the writing courses that follow. It is a comprehensive course covering sentence structure, the use of transitions, subordination, organization, paragraph writing (expository and creative), the short paper and the letter of application for a job. It may be elected by any student.

CREATIVE WRITING I (1042) Any student who has creative ability may be interested in Creative Writing I which will enable him to learn specific writing techniques and to apply them artistically to such things as scenery description, character sketches, dialogue, the short story and poetry. --Recommended for any student who is interested in developing creative writing ability.

CREATIVE WRITING II (1143) This is an advanced course on the techniques of descriptive writing as applied to such creative genre as the short story, the short novel, drama and poetry. --Open only to students who have excelled in Creative Writing I and have the recommendation of the teacher.

EXPOSITORY WRITING I (1044) Expressing ideas and being able to support them is the core of this course. The paragraph, the theme, the book review may be covered along with other short papers. -- Recommended for all students.

EXPOSITORY WRITING II (1145) This course concentrates on polishing the students ability to express himself in the longer paper: the theme,, the critical review, the precis, the research paper. --Recommended for college-bound students.

JOURNALISTIC WRITING (1045) It offers an introduction to journalism techniques and practice for the student who has not previously been involved with school publication. --Recommended for all students who are not enrolled in Journalism I or II.

BUSINESS ENGLISH SKILLS (1047) This course deals with using better, more precise English on the job. --Available to all business majors as well as others interested in functioning in the business world.

LANGUAGE

DEVELOPMENT OF ENGLISH (1160) The dynamics of our language are studied along with the influence which have affected it since its beginnings. The language will be traced from Old English through Middle English to Modern English using Beowulf and Chaucer as representive works of the first two periods.--Recommended for college-bound students.

STRUCTURE OF ENGLISH (1161) This course involves an in-depth study of the anatomy of our language and how it functions. The teacher, depending on his background, may use a traditional approach, a structural approach, a transformational approach or a combination of the above. --Recommended for college-bound students.

LOGIC IN LANGUAGE (1062) Teaching the student to think logically is the goal of this course. It will focus upon techniques in formal logic,informal logic, and problem solving. --Recommended for all students.

MASS MEDIA (1063) This course is a study of the influences of the newspaper, magazine, advertising, radio, and television on the mass society. --Recommended for all students.

ADVANCED VOCABULARY BUILDING (1164) This course analyzes English vocabulary on the basis of Greek, Latin, and early English roots, prefixes, and suffixes; peculiarities of spelling; derivations; and progressive changes in meaning. Word families and conceptual groupings will be stressed rather than root memorization. --Recommended for students who wish to broaden their reading comprehension and ability to communicate.

READING DEVELOPMENT LABORATORY (1065) This course analyzes the students reading problems in the areas of vocabulary, comprehension, and study skills. It is designed to enable the student with any kind of reading difficulty to improve both his reading and study skills. --Recommended for all students found by diagnostic testing to have a reading difficulty. (A semester course)

SPEECH

SPEECH FOR EVERYDAY LIVING (1080) This is a basic speech course stressing the fundamentals of oral communication skills and their practical application to daily life experiences. Course work includes a variety of speaking situations from which the student can select those relevant to his individual interests and communication needs and emphasizes the functions and techniques of effective oral communication skills. --Recommended for all students who have had little or no prior speaking experiences or who have difficulties speaking before a group.

EXPERIENCES IN PUBLIC ADDRESS (1181) This is a basic speech course which stresses the fundamentals of public address. Course work includes group and individual presentations emphasizing the purposes and skills of oral communication. --Recommended for all students who have had prior speaking experiences at the junior high level or the equivalent.

DISCUSSION, ARGUMENTATION, AND PARLIAMENTARY PROCEDURE (1082) This course centers on the role of an individual in productive group situations and includes role-playing in problem-solving group discussions; techniques of expressing, supporting, and defending an opinion; and the ability to function within a parliamentary procedure governed group. --Recommended for all students.

RADIO AND TELEVISION SPEECH (1083) This course compliments the Mass Media language course by placing emphasis on the oral communication skills and techniques used to influence a mass society. Course work includes the process of preparing and presenting radio and television programs of student design within the classroom situation. -- Recommended for all students.

COMPETITIVE FORENSICS - INDIVIDUAL EVENTS (1084) This course requires the student to participate in the competitive, intraschool forensics program. Course work involves preparation for individual events competition in which the student specializes in one of the following: Interpretive Speaking Events--dramatic, humorous, or poetic interpretation of literature: Public Speaking Events--extemporaneous speaking, original oratory, impromtu speaking, or radio broadcasting. --Recommended for all interested students with a "C" average and above. (A semester course)

COMPETITIVE DEBATE (1085) This course requires the student to participate in competitive, intraschool debate. Course work includes the study of formal debate techniques, research methods, logic, and modes of argumentation in addition to preparation of a debate case dealing with the nationally selected debate topic for the year. --Recommended for all students with a "B" average and above and/or the instructor's permission. (A semester course)

ORAL INTERPRETATION (1087) This course is concerned with the task of applying the oral communication skills to a literary work and bringing it to life through the medium of vocal and facial skills, thereby vicariously sharing the author's experience with an uadience. --Recommended for all students and particularly for those with a strong interest in literature.

INTRODUCTION TO ACTING (1091) Students will learn basic acting techniques through the use of improvisations, pantomimes, character sketches, and short play scenes. Students will study techniques of stage movement and vocal delivery. Each student will perform as much as possible, but attention will also be given to criticism and observation. --Recommended for all students.

OTHER ELECTIVES

ADVANCED ACTING (1092) Students will expand and broaden their knowledge of acting by performing scenes from plays as well as producing and acting in full-length dramas. Students will learn to portray a wide range of characters.--Recommended for all students. (a semester course)

HISTORY OF THEATRE (1093) Students will study the development of the play as a dramatic form. Students will also study the physical theatre and methods of production from their beginnings in Greece to the present day. --Recommended for all students.

GREAT AMERICAN SPEECHES (1186) This course is a study of the theories of speech criticism and the application of these theories to classical and contemporaty speeches. Course work includes written and oral projects dealing with selected speeches.--Recommended for all students with a "B" average or above.

STAGECRAFT (1090) This course is concerned with technical theatre. Students with study theory of set design and lighting as well as work on the scenery and technical aspects of school theatrical productions.

JOURNALISM II (1195) The students for Journalism II are selected by the sponsor. These students work on the high school newspaper and provide the staff for the yearbook. Students who are in this class are usually those students who plan to use journalism as a career or work on college publications upon college entrance for a salary.

Second semester provides a review for students about journalism techniques, grammar and composition, and accelerated work for the newspaper.

The editor and business managers get one-half credit for the time spent on publications, plus four quarters of credit in composition, language or student preference requirements. Next year's seniors may take it in place of their total English requirements. Journalism II students are encouraged to enroll in English IV, plus Journalism II, to get a broad background for college (A year course)

BUSINESS ENGLISH

BUSINESS ENGLISH (1096) Business English is geared for any student who wants an extensive background in grammar and composition. Mainly, the course is geared for the business student and may be taken in place of four quarters in composition, language or student preference requirements. This course is given for English credit for the senior year. A "C" prerequisite is necessary for enrollment.

The last nine weeks, students set up their own businesses and correspond with another class. The work done during this quarter establishes the real skills for business writing. (A year course)

FILM STATEMENT (1097) This course is concerned with the development and artistic merits of the motion picture. Students will view and examine a wide variety of films and study these as both story and art. Students will produce and direct their own films. --Recommended for all students.

Grammar in the Jefferson County Public Schools

Both language itself and the grammar that categorizes it are inventions of man. Therefore, both are subject to change as man changes. The question of whether "to teach grammar or not to teach grammar" is one of continuing controversy not only with the general public, but with English teachers as well. The question of which grammar to teach is also often debated. In order to clarify the status of the grammar instruction in the Jefferson County Schools, we will attempt to define some terms, develop a position based on research, and discuss the implications of this position for the classroom situations in the individual schools.

There are many definitions of grammar. In fact, each kind of grammar has its own definition and implications. There is a tendency to confuse usage with grammar. Whether words communicate in the most approved manner or not, i.e., standard or non-standard language, is the domain of usage. When we refer to grammar, we are not referring to usage, spelling, or the mechanics of writing.

The modern linguist is concerned with how language may be patterned to convey very precisely peoples' thoughts in verbal communication. He views the rules of the early grammarians as stifling to language development and makes the point that too much classroom instruction has conformed to the traditional approach (teaching the nomenclature of grammar, i.e., parts of speech, form classes etc.). THE MODERN DEFINITION WHICH BEST FITS OUR PHILOSOPHY IS THAT GRAMMAR IS THE STUDY OF THE WAY WORDS ARE PUT TOGETHER IN MEANINGFUL ORDER TO COMMUNICATE EFFECTIVELY. Therefore, a realistic position for the language arts program in Jefferson County is as follows:

1. American English language instruction must be primarily concerned with effective communication and the process of thought.

2. At every grade level, students must have a variety of language experiences, both oral and written in order to become effective in the use of language.

3. Usage, spelling, capitalization and punctuation are integral parts of the program. Reasoning skills in relation to all facets of the language arts program must be stressed continually.

4. Varied and numerous experiences in the manipulation of language, i.e., word order, word choices, sentence structure, sentence variations, paragraph organization, etc. must be of major concern at all levels.

5. Under no circumstances will the teaching of the aspects of language be neglected by spending a disproportionate amount of time on literature. A balance in the areas of speaking, reading and writing is desirable and language is the tool of all.

6. Texts will be carefully selected by a committee of teachers representing the total county. In order to further the instructional intent obvious in these implications, each school must have and use a variety of texts and other instructional materials to implement the program.

7. Because emphasis should be on meaningful word order and standard usage rather than classification of words (parts of speech), additional experiences at the elementary level similar to the Level 3 Sentences Unit and the Writing Idea Booklets will replace the following resource units: Form Class Words I and II for Level 4, Form Class Words III and IV for Level 5, and Function Words for Level 6. Continual stress will be placed on oral, written and visual language experiences.

8. At the junior high level, continued emphasis and reinforcement of varieties of oral and written language experiences including usage, mechanics, word and sentence manipulations, etc., should comprise the major portion of the language arts program. Organization of these language experiences must be integrated into <u>all</u> resource units rather than isolated in a single unit. The Writing Idea Booklets provide some suggestions for this approach.

9. Senior highs will make language experiences an integral part of all English courses, with formal instruction occurring whenever the students' arrangements of words interfere with the meanings they are trying to convey. Emphasis should be on the how and the why of the communication breakdown and students should be led to extrapolate from that which they know in order to build a broad understanding of language and become proficient in its use. Opportunity will be provided for students to strengthen language deficiencies.

10. A quarter elective course in formal grammar and usage should be offered as a part of the senior high program of basics plus choice. An eclectic approach which incorporates qualities of traditional, structural, and transformational or generative grammar should be used in this unit.

11. A teacher's use of diagramming might be an effective way to demonstrate the structure of a sentence to the student. Since diagramming sentences does not transfer to the correction of writing problems, instruction in diagramming should be minimized, if not eliminated from the program.

The process of language learning involves having something to say, having a valid reason for saying it, and having the skill with which to say it. Sufficient practice with correlated instruction should lead students to rely on themselves as observers, analysts and evaluators of the ways in which language affects people, including themselves. If language patterns are learned most naturally through what is heard and used, as linguists believe, then language instruction in the Jefferson County Schools is best accomplished when students are constantly placed in situations where they need to communicate with others through speaking and writing.